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ABSTRACT

A multi-site college plans effectively by having in place planning and evaluation systems that enhance its capability to respond effectively to changes in the environment in order to continue to provide high quality educational programs and services for the people in its service area. The effectiveness of these systems is dependent on clearly defined institutional guidelines and standards; effective communication processes; and leadership with the vision to establish priorities that contribute to the long-term health, vitality, and credibility of the institution. At Cuyahoga Community College (Ohio), the planning process includes the following elements: (1) environmental scanning of the economic, social, and financial context; marketing considerations, and targets of opportunities; (2) fiscal analysis and planning; (3) establishment of institutional priorities, goals, and objectives; (4) establishment of campus priorities, goals, and objectives; (5) determination of program priorities, goals, and objectives; (6) implementation strategies; (7) resource requirements; (8) evaluation information requirements; (9) systematic communication processes; and (10) a Plan-to-Plan, or Planning and Budgeting Calendar that carefully links all planning, budgeting, and communication activities into a coherent system. (RO)

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How Does a Multi-Site Institution Plan Effectively?

Dr. Curtis F. Jefferson
Provost/Vice President
Metropolitan Campus
Cuyahoga Community College

Presented at the Annual Meeting of the
North Central Association of Colleges and Schools

Chicago, Illinois

March 23-26, 1986

JC 860 401

NORTH CENTRAL ASSOCIATION PRESENTATION

"HOW DOES A MULTI-SITE INSTITUTION PLAN EFFECTIVELY"

Dr. Curtis F. Jefferson
Provost/Vice President
Metropolitan Campus
Cuyahoga Community College

MARCH 25, 1986

Cuyahoga Community College (CCC) is located in Cleveland, Ohio, and is in its twenty-third year of providing educational opportunities and services for people in Cuyahoga County. Cuyahoga Community College has three campuses and a District or Central Office. The President of Cuyahoga Community College is Dr. Nolen M. Ellison.

As a participant in the 1986 Self-Study Institute, I am pleased to have the opportunity to share with you what, in my view, are some of the essentials for multi-site institutions to plan effectively. Within the context of Evaluation Criterion IV of the North Central Association's Accreditation process, Table 1 indicates that the existence of an effective planning process is one of the significant indicators of the ability and capability of an institution to continue to accomplish its purposes. Also, within the context of Criterion IV, evidence of a

TABLE 1

NORTH CENTRAL ASSOCIATION:

FOUR EVALUATIVE CRITERIA FOR ACCREDITATION

1. It has clear and publicly stated purposes, consistent with its mission and appropriate to postsecondary educational institutions;
2. It has effectively organized adequate human, financial and physical resources into educational and other programs to accomplish its purposes;
3. It is accomplishing its purposes; and
4. It can continue to accomplish its purposes.

systematic and effective planning process is equally as important as "the plan" itself. The existence of a well-defined systematic planning process is, indeed, one of the necessary--but not sufficient--conditions for an institution to effectively respond to its changing environment in order to enhance its long-term health, vitality, and credibility within the context of institutional mission. It is not sufficient because leadership, adequate resources, etc., are other critical factors that have impact on the future of an institution.

My presentation will also focus on how we do it at Cuyahoga Community College, which, in my view, should be helpful to you. I hope you will agree.

As I indicated earlier, an effective planning system may be viewed as a major and significant contributor to an institution's long-term health, vitality, and credibility. If properly developed and implemented, it can serve to prevent an institution from falling prey to the axiom that if you don't know where you are going, then any road will get you there. There is also a companion statement that is equally as valid which is--IF YOU DON'T KNOW WHERE YOU ARE GOING, THEN ANY ROAD WILL GET YOU THERE. IF YOU KNOW WHERE YOU ARE GOING AND DON'T KNOW WHERE YOU ARE, THEN YOU WILL HAVE GREAT DIFFICULTY GETTING THERE.

This latter statement, of course, points to the significant role of evaluation and its critical relationship to planning.

These statements also focus the need for clearly defined outcomes (institutional directions), outcome measures, and systematic evaluation processes, set within the context of an outcome-oriented planning, management, and evaluation system, with its several components as indicated in Table 2.

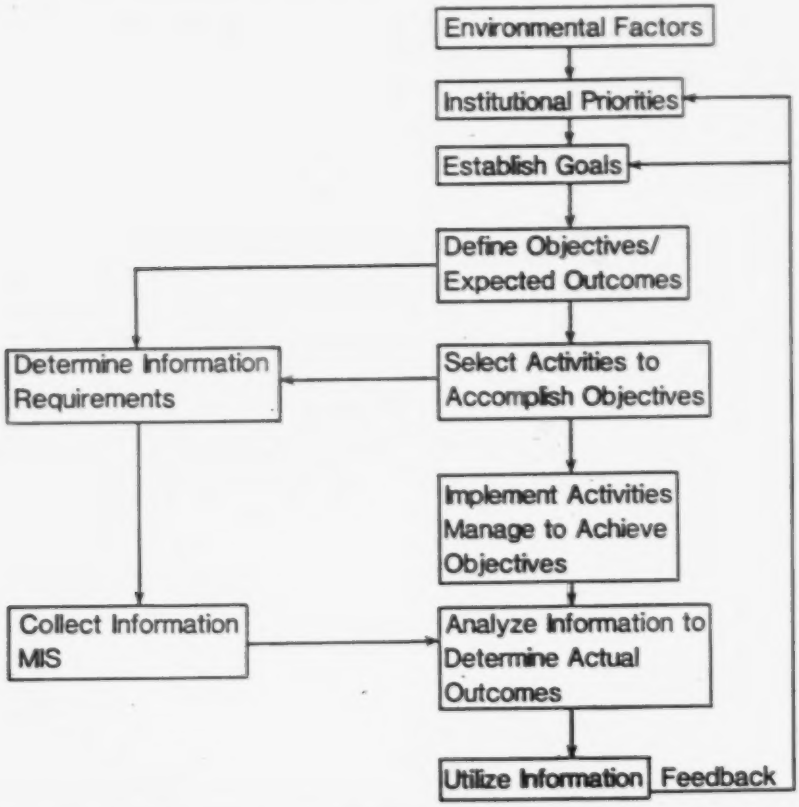
In my view, the environmental component is one of the most important aspects of planning, because it provides a significant part of the context used to make decisions relative to institutional directions and priorities--which is some serious business when one thinks of the relationship between institutional priorities and the future of the institution. It is also true that the quality of decisions relative to institutional priorities and directions will, perhaps, be no better than the quality of information contained in the environmental component.

Clearly, institutional directions and priorities constitute the framework used to establish goals, objectives, and implementation strategies.

Just a brief word about implementation strategies. Implementation strategies are the activities selected to accomplish objectives. It is my view that this aspect of planning is sometimes not given the attention it deserves. It is the very component that provides a significant part of the context for determining resource and information/data requirements. Information/data requirements are those elements necessary to monitor and assess progress relative to the accomplishment of objectives, and ultimately the impact of such results on institutional priorities and goals. Information/data requirements should also have impact on the design of an institution's management information system.

TABLE 2

OUTCOME-ORIENTED PLANNING, MANAGEMENT AND EVALUATION SYSTEM



Indeed, evaluation within the context of clearly defined outcomes, and outcome measures is absolutely essential to planning improvements which also includes improvements in planning. Definitions of outcomes and outcome measures without systematic evaluation processes are a waste of time and institutional resources. These statements serve to establish the need for both planning and evaluation.

Now that we have briefly explored the need for planning, and some of its fundamental aspects, we should understand that the basic need for planning in multi-site institutions is no different than the need for planning in single site institutions. However, multi-site institutions are faced with another dimension of issues and challenges that include competition for programs; competition for courses; and competition for resources including funds, personnel, equipment, etc. as indicated in Table 3.

TABLE 3

MULTI-SITE INSTITUTIONS
ISSUES/OPPORTUNITIES

- **Competition for Programs**
- **Competition for Courses**
- **Competition for Resources**
  - Funds
  - Personnel
  - Equipment
- **Single Institution Vs. Site Autonomy**
- **Other**

Also, in some multi-site institutions there is the tendency toward autonomy for sites within the institution. At some institutions, sites have been known to attempt to secede from the district. It is also true that in some multi-site institutions, autonomy is apparently expected in some areas because there are no well defined institutional guidelines/programs in areas such as Curriculum Development, program placement, Student Orientation, Student Registration, Counseling, Student Advising, Student Recruitment, Marketing/Recruitment, etc. It is my view that institutional guidelines should exist in all of these areas.

However, the challenge should be to not necessarily put a right or wrong label on any of these--but rather to create a rational framework and communication processes that foster understanding of institutional priorities; understanding of available resources; and then channeling the creative tensions between sites so as to accomplish institutional priorities. A significant component of this rational framework is an institutional plan.

Therefore, as indicated in Table 4, the purpose of an institutional plan is: to confirm the framework for development of comprehensive institution-wide academic, fiscal, facilities, human resources, and administrative directions; and to confirm the basic planning themes around which major operating units' goals and objectives are developed.

TABLE 4

INSTITUTIONAL PLAN

PURPOSES

Confirm the framework for development of comprehensive institution-wide academic, fiscal, facilities, human resource, and administrative directions;

Confirm the basic planning themes around which major operating unit goals and objectives are developed.

Earlier, I indicated the importance of the Environmental component. In this regard, careful attention must be given to the framework for the development of the plan itself. For example, in the case of Cuyahoga Community College, the planning framework includes the Ohio Board of Regents Master Plan; The Official Plan of Cuyahoga Community College (a Board approved document); the North Central Association Accreditation Report (Self-Study and Results of Evaluation Visits); and Results of the College's Research and Evaluation Systems. Actually, the North Central Association Self-Study and other evaluation processes should be viewed as significant components of an institution's research and evaluation system as indicated in Table 5.

TABLE 5

INSTITUTIONAL PLAN

FRAMEWORK

- **Ohio Board of Regents master plan**
- **The official plan of Cuyahoga Community College**
- **North Central Association accreditation reports**
- **Results of Research and Evaluation System**

At Cuyahoga Community College, the Research and Evaluation system also includes a process that scans the environment for the purpose of formulating the context used to identify targets of opportunity which are collectively used as a context to determine institutional priorities.

At Cuyahoga Community College, this process scans the Economic Environment, Job Markets, Social Environment, and Funding Environment, and finally identifies targets of opportunity as indicated in Table 6.

TABLE 6

ENVIRONMENT SCAN

COMPONENTS:

- **The Economic Environment**
  - —National
  - — State
  - — Local
- **Marketing Considerations**
- **Social Environment**
- **Funding Environment**
- **Targets of Opportunities**

The framework established for further development of the plan provides the context for decisions relative to institutional priorities. Examples of priorities at our institution are College of First Choice; Program and Curriculum Revitalization; New Program Development; Improvements in Student Support Services; Minority Student Access, Opportunity and Success; Continuing Education and Community Services as Elements of the Institution's Marketing and Recruitment Strategies; Human Resource Development; Customized Training and Career Program Linkages; More Effective Governance and Administrative-Faculty Communications; Fiscal Adjustments and Constraints; Building and Maintaining an Image of Quality in a Rapidly Changing Market; and Improvements in the Institution's Evaluation System as shown in Table 7--latter two not shown on overhead.

TABLE 7

INSTITUTIONAL PLAN:

PRIORITIES

- College of First Choice: accent on services
- Program and curriculum revitalization
- New program development
- Improvements in student support services
- Minority student access, opportunity and success
- Continuing education and community services: elements of marketing and recruitment strategies
- Human resource development
- Customized training and career program linkages
- More effective governance and administrative/faculty communications
- Fiscal adjustments and constraints

Some brief comments about some of CCC's priorities and their relationship to the Research and Evaluation System. In scanning certain aspects of our environment, we found that Cuyahoga Community College was not necessarily the first choice of many college bound students. We certainly have little interest in being less than first choice. Therefore, goals, objectives, etc., have been defined and implemented to address this priority. The results are obviously expected to contribute positively to institutional image and growth.

Some of you are perhaps thinking that New Program Development, Program/Curriculum Revitalization, and Improvement in Student Services should always be priorities for educational institutions--and I would certainly agree. However, it is the results of the research and evaluation system that helps to determine priorities for development and/or improvements in these areas.

An institutional plan, in my view, has little meaning without a Long-range Financial Analysis and Plan as one of its components that projects the resources available during any specific period. Components of a long-range fiscal plan would include the following: Enrollment Targets; State Revenue Estimates; County Levy Revenues; Student Fees; Operating Expenditures; Capital Allocations; and Other. The plan also contains expenditure projections and fund balances. All of these set the framework for the

determination of the institution's budget for a given year--the amount of dollars available to support institutional directions and priorities as indicated in Table 8.

TABLE 8

LONG-RANGE FINANCIAL ANALYSIS

- **Policy Assumptions:**
  - Enrollment Targets
  - State Revenue Estimates
  - Student Fees
  - Operating Expenditures
  - Capital Allocation
  - County Levy Revenue
- **Revenue Projections:**
  - Expenditure Projections
  - Fund Balances
- **Institutional Budget Target**

These aspects of the institution's planning system--institutional priorities and budget target--must be effectively communicated throughout the district in a timely manner in order to foster understanding at all levels. This, of course, is more easily said than done. Responsibility for effective communications rests with those in administrative positions--effectively operationalizing their communications linking pin responsibilities in the organization. This aspect is especially critical for multi-site institutions because institutional priorities provide the framework for the development of site or campus plans.

For example, a basic communications structure may consist of linkages between the collegewide and campus cabinets, the budget units, and college governance. As shown in Tables 9 and 10, this structure can be used to communicate collegewide priorities to all levels in the institution.

Campus plans should consist of campus priorities, goals, and objectives, together with program priorities, goals, and objectives--all of which are carefully developed within the context of institutional prioirities. Last,

TABLE 9

INSTITUTIONAL PLAN:

LEAD CAMPUS COMMUNICATIONS

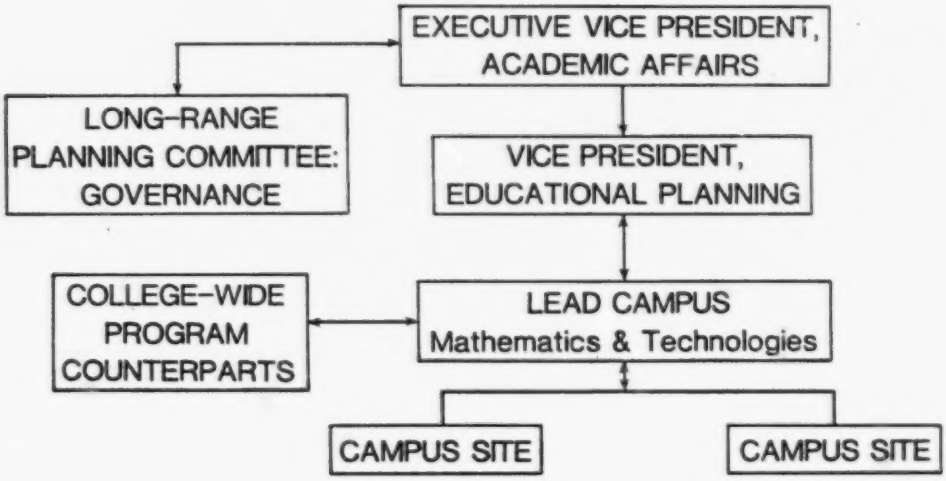
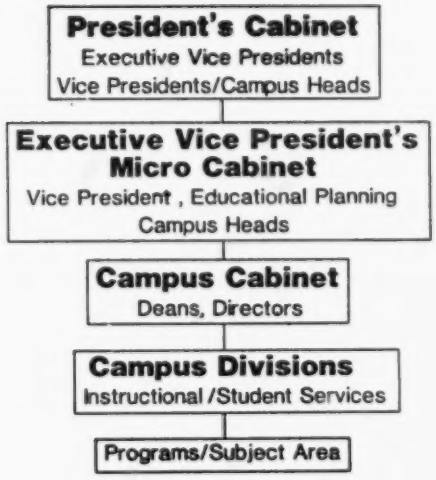


TABLE 10

INSTITUTIONAL PLAN:

COMMUNICATIONS



but certainly not least, the collective set of campus priorities, goals and objectives provide the context for decisions relative to employee objectives. The latter, of course, is where the rubber meets the road--in that the creative utilization of human resources is, indeed, a significant factor in accomplishing institutional priorities.

At Cuyahoga Community College, another dimension of program planning is the concept of lead site that has meaning within the context of the college's Planning, Management, and Evaluation system, only in the areas of planning and evaluation--not necessarily management or operational.

Each site is given responsibility for the development of plans for specific programs with input from all other sites. The Central or District Office is lead for Building and Grounds, Public Safety, and Security Programs; Business Operations, and Financial Aid Programs. The Metropolitan Campus is lead site for Technologies and Mathematics, Nursing, Health Services and Admissions and Records. The Western Campus is lead site for Business Careers and Health Careers. The Eastern Campus is lead site for Continuing Education, Developmental Education, and Liberal Arts, etc. as indicated in Tables 11 and 12.

TABLE 11

INSTITUTIONAL PLAN:

SUPPORT SERVICES

- **Building and Grounds**
- **Public Safety and Security**
- **Business Operations**
- **Learning Resources**
- **Financial Aid**

Lead Site: Central Office

TABLE 12

INSTITUTIONAL PLAN: ACADEMIC

LEAD CAMPUS PROGRAM PLANNING RESPONSIBILITIES

Metropolitan	Western	Eastern
Mathematics	Business Careers	Liberal Arts
Technologies Engineering Public Service	Health Careers	Continuing Education
Health Services		
Admissions & Records		

As shown in Table 13, the role of each lead site is to set program priorities for the district and coordinate planning for resources with input from the other sites. Of course, the setting of priorities here is done within the context of institutional priorities. For example, in the Business Division, if Office Administration, Accounting, and Data Processing are chosen as the programs to be revitalized, then the plans for the Business Division on each campus will include curriculum revitalization in each of these areas as a priority.

TABLE 13

INSTITUTIONAL PLAN:

LEAD CAMPUS RESPONSIBILITIES

- Determines program priorities within context of institutional priorities and communicate to all sites.
- Coordinates course offering plans — collegewide within context of F.T.E. allocation.
- Coordinates human resource plans — collegewide; recommend all faculty appointments.
- Coordinates equipment plan — collegewide.

Furthermore, since the Western Campus is lead for Business Programs, the Campus Provost and Dean of Instruction provide leadership and coordinate curriculum development in these areas, working with faculty representation from across the college who are members of the program counterparts.

Another example is the role of the lead site in personnel planning. Any recommendation for a faculty position in a program is carefully analyzed within the context of total IFTE needs collegewide, prior to approval. This analysis may very well result in teaching assignments for some faculty that are split between the different sites, or the reassignment of a faculty member from one site to another.

Another area is equipment planning. In order to make good decisions relative to the acquisition of equipment, there is a need for criteria to determine priorities. An equipment replacement plan and program priorities are the fundamental parts of the context for such decisions.

These comments about personnel planning and equipment planning should be viewed within the context of an institution's resource allocation process, which is a rather lengthy discussion in itself for which we do not have the time here. However, it is my view that multi-site institutions should have clearly defined processes/guidelines for allocating resources. These processes/guidelines must be effectively communicated and equitably applied throughout the district in order to minimize perceptions of preferential treatment without an understanding of the context for decisions relative to resource allocations.

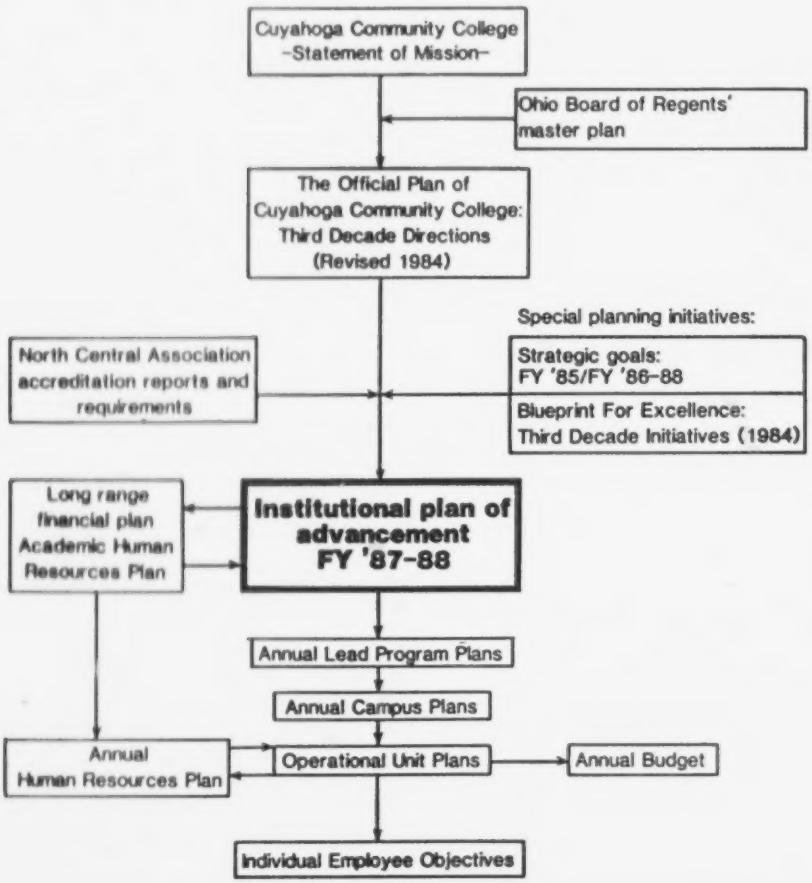
Now, there is another component of an institutional planning system or process that is fundamental to everything we have discussed so far--and that is a Plan-to-Plan. The primary purpose of a Plan-to-Plan is to appropriately link the institution's planning, evaluation, resource allocations, budgeting and communications processes into a coherent system in a timely fashion. At Cuyahoga Community College, we call it a Planning and Budgeting Calendar. This calendar lists all activities in these areas from the beginning of the process to final Board approval. These activities begin and end in July and May of the academic year that precedes the academic year for which the plan is developed.

In summary, of the planning process used at CCC, Table 14 titled "The Context of An Institutional Plan of Advancement" captures components of the framework for the development of the plan; its relationship to resource requirements; and its relationship to campus, operational unit and individual employee plans; and its relationship to resource allocations.

And, finally summarizing this session within the context of Criterion IV, a multi-site institution plans effectively by having in place planning and evaluation systems that enhance its capability to respond effectively to changes in the environment in order to continue to provide high quality educational programs and services for people in its service area. The effectiveness of these systems is highly dependent on clearly defined institutional guidelines/standards and effective communications processes; and, last but not least, highly dependent on leadership with the vision to establish priorities that do, indeed, contribute to the long-term health, vitality and credibility of the institution.

TABLE 14

THE CONTEXT OF AN
INSTITUTIONAL PLAN OF ADVANCEMENT


Cuyahoga Community College
-Statement of Mission-
Ohio Board of Regents' master plan
The Official Plan of Cuyahoga Community College: Third Decade Directions (Revised 1984)
Special planning initiatives:
North Central Association accreditation reports and requirements
Strategic goals: FY '85/FY '86-88
Blueprint For Excellence: Third Decade Initiatives (1984)
Long range financial plan
Academic Human Resources Plan
Institutional plan of advancement FY '87-88
Annual Lead Program Plans
Annual Campus Plans
Annual Human Resources Plan
Operational Unit Plans
Annual Budget
Individual Employee Objectives

The planning process should necessarily include the following components: Environmental Scan; Fiscal Analyses and Plan; Institutional Priorities; Institutional Goals/Objectives; Campus Priorities; Campus Goals/Objectives; Program Priorities; Program Goals/Objectives; Implementation Strategies; Resource Requirements; Evaluation Information Requirements; Systematic Communication Processes; and, a Plan-to-Plan or Planning and Budgeting Calendar that carefully links all planning, budgeting, and communicating activities into a coherent system as shown in Table 15.

Again, I hope that my comments will be meaningful and useful to you at your institutions as you continue to plan to provide high quality programs and services for <u>people</u>.

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TABLE 15

INSTITUTIONAL PLAN:

COMPONENTS

- Environmental Scan
- Fiscal Analyses and Plan
- Institutional Priorities
- Institutional Goals/Objectives
  - –Campus Priorities
  - –Campus Goals/Objectives
    - Program Priorities
    - Program Goals/Objectives
- Implementation Strategies
- Resource Requirements
- Evaluation
  - –Information Requirements
- Planning and Budgeting Calendar
  - –Planning
  - –Budgeting
  - –Communicating

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